Index to *Reading Research Quarterly*—Volume XXVI

BY AUTHOR

ALVERMANN, DONNA E., & DILLON, DEBORAH R. *Response.* Ways of knowing are ways of seeing—A response to Roller. No. 3, 329-333.

ANDERSON, RICHARD C., WILKINSON, IAN A.G., & MASON, JANA M. A microanalysis of the small-group, guided reading lesson: Effects of an emphasis on global story meaning. No. 4, 417-441.

ANDERSON, THOMAS H. (See Armbruster, Bonnie B., et al.)

ARMBRUSTER, BONNIE B., ANDERSON, THOMAS H., & MEYER, JENNIFER L. Improving content area reading using instructional graphics. No. 4, 393-416.

BALL, EILEEN W., & BLACHMAN, BENITA A. Does phoneme awareness training in kindergarten make a difference in early word recognition and developmental spelling?. No. 1, 49-66.

BARKER, K. GEORGENE. (See Guthrie, John T., et al.)

BECK, ISABEL L., MCKEOWN, MARGARET G., SINATRA, GALE M., & LOXTERMANN, JANE A. Revising social studies text from a text-processing perspective: Evidence of improved comprehensibility. No. 3, 251-276.

BELL, LAURA C. (See McCutchen, Deborah, et al.)

BLACHMAN, BENITA A. (See Ball, Eileen W.)

BRITTEN, TRACY. (See Guthrie, John T., et al.)

COMMEYRAS, MICHELLE. (See Valencia, Sheila W., et al.)

DILLON, DEBORAH. (See Alvermann, Donna E.)

DOLE, JANICE A., VALENCIA, SHEILA W., GREER, EUNICE ANN, & WARDROP, JAMES L. Effects of two types of prereading instruction on the comprehension of narrative and expository text. No. 2, 142-159.

EARLE, JASON (See Graves, Michael F., et al.)

EHRI, LINNEA C., & SWEET, JENNIFER. Fingerpoint-reading of memorized text: What enables beginners to process the print? No. 4, 442-462.

FRANCE, ILENE M. (See McCutchen, Deborah, et al.)

GARCÍA, GEORGIA EARNEST. Factors influencing the English reading test performance of Spanish-speaking Hispanic children. No. 4, 371-392.

GOETZ, ERNEST T. (See Sadoski, Mark, et al.)

GRAVES, MICHAEL F., EARLE, JASON, JOHNSON, VIVIAN, PRENN, MAUREEN, THOMPSON, MARY, & SLATER, WAYNE H. *Commentary.* Improving instructional text: Some lessons learned. No. 2, 110-122.

GREER, EUNICE ANN (See Dole, Janice A., et al.)

GUTHRIE, JOHN T., BRITTEN, TRACY, & BARKER, K. GEORGENE. Role of document structure and metacognitive awareness in the cognitive process of searching for information. No. 3, 300-324.

GUTHRIE, JOHN T., SCHAFER, WILLIAM D., & HUTCHINSON, SUSAN R. Relations of document literacy and prose literacy to occupational and societal characteristics of young black and white adults. No. 1, 30-48.

HARTMAN, DOUGLAS K. (See Valencia, Sheila W., et al.)

HUTCHINSON, SUSAN R. (See Guthrie, John T., et al.)

JOHNSON, VIVIAN (See Graves, Michael F., et al.)

KLETZIEN, SHARON BENGE. Strategies used by good and poor comprehenders reading expository text of differing levels. No. 1, 67-86.

LIE, ALFRED. Effects of a training program for stimulating skills in word analysis in first-grade children. No. 3, 234-250.

LOXTERMANN, JANE A. (See Beck, Isabel L., et al.)

MASON, JANA M. (See Anderson, Richard C., et al.)

MCCUTCHEN, DEBORAH, BELL, LAURA C., FRANCE, ILENE M., & PERFETTI, CHARLES A. Phoneme-specific interference in reading: The tongue-twister effect revisited. No. 1, 87-103.

MCKEOWN, MARGARET G. (See Beck, Isabel L., et al.)

MEYER, JENNIFER L. (See Armbruster, Bonnie B., et al.)

MONAGHAN, E. JENNIFER. Family literacy in early 18th-century Boston: Cotton Mather and his children. No. 4, 342-370.

PAIVIO, ALLAN (See Sadoski, Mark, et al.)

PEARSON, P. DAVID. (See Valencia, Sheila W., et al.)
PERFETTI, CHARLES A. (See McCutchen, Deborah, et al.)
PRENN, MAUREEN (See Graves, Michael F., et al.)
PURNELL, KENNETH N., & SOLMAN, ROBERT T. The influence of technical illustrations on students' comprehension in geography. No. 3, 277-299.
ROLLER, CATHY M. *Commentary.* Research in the classroom—How will we ever know? No. 3, 325-328.
SADOSKI, MARK, PAIVIO, ALLAN, & GOETZ, ERNEST T. *Commentary.* A critique of schema theory in reading and a dual coding alternative. No. 4, 463-484.
SCHAFER, WILLIAM D. (See Guthrie, John T., et al.)
SCHWANENFLUGEL, PAULA J., & WHITE, CALVIN R. The influence of paragraph information on the processing of upcoming words. No. 2, 160-177.
SECKINGER, BEVERLY (See Spratt, Jennifer E., et al.)
SINATRA, GALE M. (See Beck, Isabel L., et al.)
SLATER, WAYNE H. (See Graves, Michael F., et al.)
SOLMAN, ROBERT T. (See Purnell, Kenneth N.)
SPRATT, JENNIFER E., SECKINGER, BEVERLY, & WAGNER, DANIEL A. Functional literacy in Moroccan school children. No. 2, 178-195.
STALLMAN, ANNE C. (See Valencia, Sheila W., et al.)
STANOVICH, KEITH E. Discrepancy definitions of reading disability: Has intelligence led us astray? No. 1, 7-29.
SWEET, JENNIFER. (See Ehri, Linnea C.)
THOMPSON, MARY (See Graves, Michael F., et al.)
VALENCIA, SHEILA W., STALLMAN, ANNE C., COMMEYRAS, MICHELLE, PEARSON, P. DAVID, & HARTMAN, DOUGLAS K. Four measures of topical knowledge: A study of construct validity. No. 3, 204-233.
VALENCIA, SHEILA W. (See also Dole, Janice A., et al.)
WAGNER, DANIEL A. (See Spratt, Jennifer E., et al.)
WARDROP, JAMES L. (See Dole, Janice A., et al.)
WHITE, CALVIN R. (See Schwanenflugel, Paula J.)
WILKINSON, IAN A.G. (See Anderson, Richard C., et al.)
WOLF, MARYANNE. Naming speed and reading: The contribution of the cognitive neurosciences. No. 2, 123-141.

BY TITLE

Commentary. A critique of schema theory in reading and a dual coding alternative. Mark Sadoski, Allan Paivio, & Ernest T. Goetz. No. 4, 463-484.
Commentary. Improving instructional text: Some lessons learned. Michael F. Graves, Jason Earle, Vivian Johnson, Maureen Prenn, Mary Thompson, & Wayne H. Slater. No. 2, 110-122.
Commentary. Research in the classroom—How will we ever know? Cathy M. Roller. No. 3, 325-328.
Discrepancy definitions of reading disability: Has intelligence led us astray? Keith E. Stanovich. No. 1, 7-29.
Does phoneme awareness training in kindergarten make a difference in early word recognition and developmental spelling? Eileen W. Ball & Benita A. Blachman. No. 1, 49-66.
Effects of a training program for stimulating skills in word analysis in first-grade children. Alfred Lie. No. 3, 234-250.
Effects of two types of prereading instruction on the comprehension of narrative and expository text. Janice A. Dole, Sheila W. Valencia, Eunice Ann Greer, & James L. Wardrop. No. 2, 142-159.
Factors influencing the English reading test performance of Spanish-speaking Hispanic children. Georgia Earnest García. No. 4, 371-392.
Family literacy in early 18th-century Boston: Cotton Mather and his children. E. Jennifer Monaghan. No. 4, 342-370.
Fingerpoint-reading of memorized text: What enables beginners to process the print? Linnea C. Ehri & Jennifer Sweet. No. 4, 442-462.
Four measures of topical knowledge: A study of construct validity. Sheila W. Valencia, Anne C. Stallman, Michelle Commeyras, P. David Pearson, & Douglas K. Hartman. No. 3, 204-233.

Functional literacy in Moroccan school children. Jennifer E. Spratt, Beverly Seckinger, & Daniel A. Wagner. No. 2, 178-195.
Improving content area reading using instructional graphics. Bonnie B. Armbruster, Thomas H. Anderson, & Jennifer L. Meyer. No. 4, 393-416.
The influence of paragraph information on the processing of upcoming words. Paula J. Schwanenflugel & Calvin R. White. No. 2, 160-177.
The influence of technical illustrations on students' comprehension in geography. Kenneth N. Purnell & Robert T. Solman. No. 3, 277-299.
A microanalysis of the small-group, guided reading lesson: Effects of an emphasis on global story meaning. Richard C. Anderson, Ian A. G. Wilkinson, & Jana M. Mason. No. 4, 417-441.
Naming speed and reading: The contribution of the cognitive neurosciences. Maryanne Wolf. No. 2, 123-141.
Phoneme-specific interference in reading: The tongue-twister effect revisited. Deborah McCutchen, Laura C. Bell, Ilene M. France, & Charles A. Perfetti. No. 1, 87-103.
Relations of document literacy and prose literacy to occupational and societal characteristics of young black and white students. John T. Guthrie, William D. Schafer, Susan R. Hutchinson. No. 1, 30-48.
Response. Ways of knowing are ways of seeing—A response to Roller. Donna E. Alvermann & Deborah R. Dillon. No. 3, 329-333.
Revising social studies text from a text-processing perspective: Evidence of improved comprehensibility. Isabel L. Beck, Margaret G. McKeown, Gale M. Sinatra, & Jane A. Loxtermann. No. 3, 251-276.
Role of document structure and metacognitive awareness in the cognitive process of searching for information. John T. Guthrie, Tracy Britten, & K. Georgene Barker. No. 3, 300-324.
Strategies used by good and poor comprehenders reading expository text of differing levels. Sharon Benge Kletzien. No. 1, 67-86.